

Hello.

First of all, I would like to welcome you and all of your students to this lesson about diabetes. I expect the students to learn the causes of diabetes, the factors that lead to diabetes, about normal and high levels of blood sugar, health problems associated with diabetic patients, symptoms which patients suffer from and prevention and treatment methods of diabetes. Then, you should use the KWL table, an important tool for learning in which students at the beginning of the lesson write what they know about a certain topic (in this case diabetes), what they want to learn about it, and in the third column what they have learned about diabetes as indicated in the worksheet, which should be filled out at the end of the period. Particularly in the second part, they should answer the first question: What are the causes of diabetes? At that point they will be reminded of what they have studied previously about endocrine glands, especially the pancreatic gland, and we will show them illustrations which remind them of the endocrine glands they have studied earlier and we use the pancreas as a starting point to explore diabetes. We must determine the location of pancreas in human body. We must show them a cross-section of the pancreas to illustrate the anatomy and inner structure of pancreas. We go to the cells that secrete insulin, the most important factor in keeping normal blood sugar level. We teach them how the hormone insulin lowers blood sugar levels and what it does to achieve that function. There is a short animated video to explain these points. At the end of each activity, sorry, at the end of each part, there is an important activity for students since co-operative learning is very important.

You should prepare the students in advance for co-operative learning by dividing them into groups of three or four as appropriate.

In Part IV, we will go into types of diabetes: diabetes type 1 and diabetes type 2. We will have the students find the causes and treatment for each of them. We should also link nutrition-related behavior or eating habits, whether for students or others, to diabetes. This is very important. We need to focus on wrong eating habits and unhealthy food. This is very important because it prevents obesity and corrects unhealthy, nutrition-related behaviors.

In Part V, we discuss normal and high levels of blood sugar. Students should know the different percentages or levels of sugar in different situations, such as in case of a fasting, not fasting, as well as random testing for sugar. They should be able to identify both normal and high levels of sugar in these conditions and give a correct diagnosis for these percentages to identify a diabetic patient.

Finally, in Part VI we must make sure that students have mastered completing the KWL table. They should use the third column to record what they have learned about diabetes. They should compare the second column and the third column to determine whether they have learned what they wanted to know.

I would like to emphasize the last activity. We should encourage students to be mentors to others and motivate them by involving them in competitions with incentives. We should also ask them to write a message giving advice for both healthy and diabetic people reminding them that "prevention is always better than cure". Last but not least, I hope that you liked this lesson, forgive me if there were any mistakes, and I hope to meet you in the other lessons.